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ABSTRACT

This Procedure Manual provides detailed instructions to school personnel on how to construct and administer a successful feedback questionnaire, and how to use the resultant data to identify and correct training problems. Specific information is provided about the number of questionnaires to mail, the particular persons to receive them, the time following graduation for mailing, and ways to obtain a satisfactory rate of return. In addition, specific rating scale forms, instructions, and other questionnaire pages are provided which will facilitate the development of a feedback questionnaire for a particular school. (Author)

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TRAINING ANALYSIS AND EVALUATION GROUP

TAEG REPORT NO. 20

PROCEDURES FOR QUESTIONNAIRE DEVELOPMENT AND USE IN NAVY TRAINING FEEDBACK

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October 1975

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FOREWORD

Public Law 93597, the Privacy Act of 1974, includes a requirement for reporting to the appropriate authority all systems of records from which information is retrieved by name or other identifying particulars of an individual. The data system described in the Procedure Manual constitutes such a system. However, if this feedback method is used to fulfill requirements of CNET Instructions, OPNAV Instructions, or the BUPERS Manual, the record systems will be described centrally and the field user will not be involved. Any question about whether the field user of this feedback method or a higher command is responsible for meeting the reporting requirements of Public Law 93597 should be directed to higher authority.

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INTRODUCTION

The purpose of this Procedure Manual is to provide step-by-step instructions and other aids for developing, administering, and using a feedback questionnaire which will enable you to identify training problems that may exist in your school. These procedures were developed in an extensive study of Navy training feedback methods.[1] The series of activities required to develop and use this questionnaire is shown schematically in figure 1. Also indicated is the approximate time required to complete the activities in each block, or group of blocks. The activities in blocks I, II, and III occur only during the initial feedback effort. Feedback activities shown in the other blocks will recur periodically as long as the training course exists.

Each section of this Manual corresponds to a block in figure 1. The steps presented in each section provide detailed instructions for carrying out the activity in that block. This Manual also provides examples of forms for the different pages of the questionnaire. These can be reproduced with little or no modification, permitting rapid questionnaire development.

Before beginning the activity in the first block of figure 1, it is important that you read the entire Manual and familiarize yourself with all of the different feedback activities. It is also important to read the examples of questionnaire forms presented in figure 2 and in the appendices.

[1] Dyer, Frederick N., Ryan, Leonard E., and Mew, Dorothy V. A Method for Obtaining Post Formal Training Feedback: Development and Validation. TAEG Report No. 19. 1975. Training Analysis and Evaluation Group, Orlando, FL.

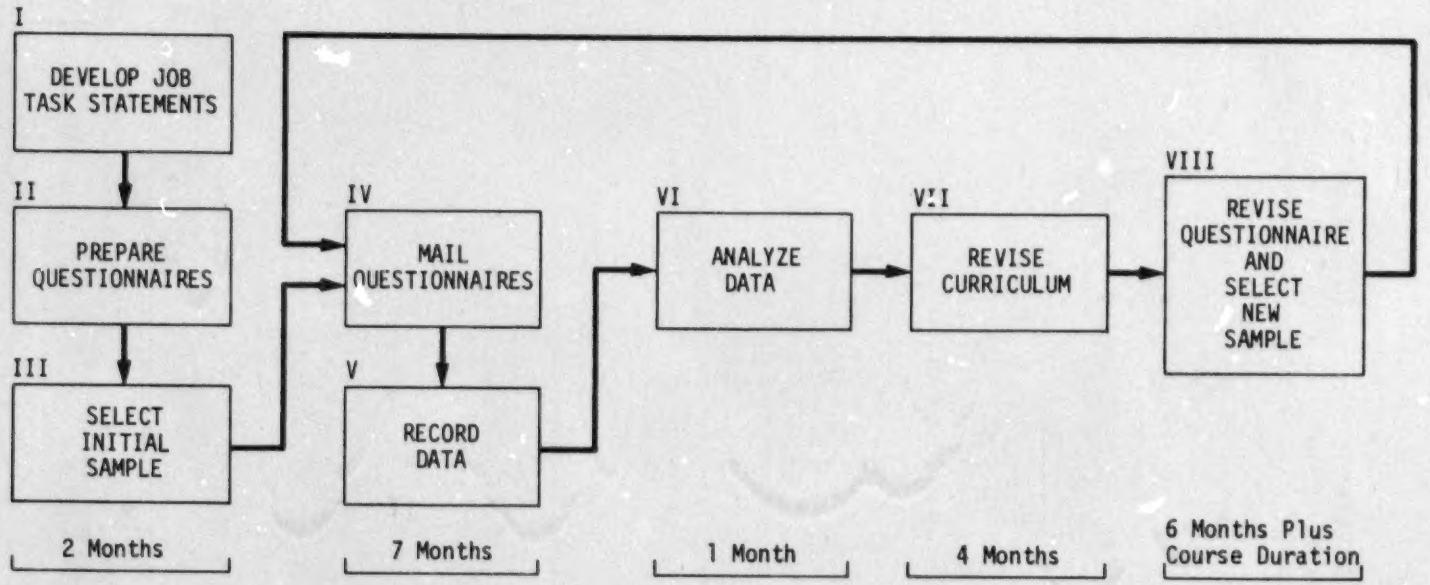


Figure 1. Block Diagram of Activities Required in Questionnaire Development and Application

SECTION I

DEVELOPING JOB TASK STATEMENTS

Job task statements form the "heart" of the questionnaire, and development of a complete set of properly written statements is crucial for a successful feedback effort. If a careful job task analysis in the area of your training has recently been conducted, much of this first activity will have already been accomplished. Development of these statements is accomplished through the following four steps.

STEP 1. Obtain Specific Job Task Statements

STEP 2. Type Statements on Cards

STEP 3. Review Task Statements

STEP 4. Revise and Add Statements

STEP 1. Obtain Specific Job Task Statements. The definition of a job task and the proper form for writing statements to describe these tasks are presented in appendix A. If the job for which your school provides training has had a recent task analysis, these statements will already exist. Obtain a list of these statements from curriculum development personnel or from other sources. Select all tasks from the list which presently receive training emphasis in your school as well as any other tasks performed by school graduates that may require school training, either now or in the future.

If job task statements are not available, you must derive them from the existing course curriculum or from other sources such as technical manuals and instruction books. Follow the guidelines for doing this shown in appendix A.

STEP 2. Type Statements on Cards. Type each statement obtained in Step 1 on a separate 3x5 card.

STEP 3. Review Task Statements. Select six to eight personnel who are familiar with the training in the school and/or the job to review the task statements. These could include instructors and curriculum development personnel and should include at least two recent school graduates. In a face-to-face interview with each person, review each task statement and discuss whether it accurately and clearly describes the job task. Also ask these personnel if any additional job tasks need to be included in the questionnaire. Continue this interview-edit process until no further changes or additions are recommended.

STEP 4. Revise and Add Statements. Revise task statements to correct the inaccuracies and ambiguities identified in Step 3. Prepare additional task statements as are indicated necessary in Step 3. If the total number of task statements exceeds 200, you will prepare 2 separate questionnaires, each with half of the task statements. This is desc ibed in the next section.

SECTION II

PREPARING THE QUESTIONNAIRES

Two versions of the questionnaire are to be prepared; one for trainees and one for supervisors. Each questionnaire consists of five parts: a cover letter, a biographical data sheet, instructions, task statements and associated rating scales, and an open-ended question used to obtain additional pertinent information. In addition, two related letters must be developed. These are an expectation letter to alert the receiver and a reminder letter for those graduates who do not return the questionnaire on time. Preparation of these materials involves the following ten steps.

STEP 1. Prepare the Cover Letters

STEP 2. Prepare the Biographical Data Sheets

STEP 3. Prepare the Instructions

STEP 4. Reproduce the Basic Rating Scale Form

STEP 5. Type Task Statements on Rating Scale Forms

STEP 6. Prepare the Open-Ended Question Forms

STEP 7. Prepare the Expectation Letter

STEP 8. Prepare the Reminder Letter

STEP 9. Reproduce Questionnaires and Related Materials

STEP 10. Assemble the Questionnaire Booklets

STEP 1. Prepare the Cover Letters. Page 1 of the questionnaire will be a cover letter addressed to the person who will receive the questionnaire. The cover letter for trainee questionnaires is different than the cover letter for supervisor questionnaires. Sample letters to supervisors and trainees are presented in appendixes B and C, respectively. These may be modified to meet the particular needs of your training unit. Type these sheets and all other questionnaire pages parallel to the long dimension of the page as is shown in the examples.

STEP 2. Prepare the Biographical Data Sheets. Page 2 of the questionnaire will be the Biographical Data Sheet. Prepare one Biographical Data Sheet for supervisors and one for trainees. Examples are shown in appendixes D and E. The data sheet should be modified from these examples to suit the needs of your training unit. For example, if you are interested

in looking at data on training adequacy separately for different classes of ships or different educational backgrounds of students, include questions which will provide this information about the graduate.

STEP 3. Prepare Instructions. The instuctions will be on pages 3 and 4 of the questionnaire. The instructions may be directly reproduced from the examples shown in appendixes F and G for supervisors and trainees, respectively.

STEP 4. Reproduce the Basic Rating Scale Form. Reproduce enough copies of the form shown in figure 2 to accommodate all of the tasks to be included in the questionnaire. The rating form includes brief instructions; each page has space for eight job task statements and two scales--"Frequency of Task" and "Adequacy of School Training for this Task." Each of the job tasks is to be rated by circling a number from one to five. If optical scoring is available at the training unit, numbered, dotted, parallel lines can be substituted for these numbers. An additional copy of this form for reproduction purposes can be obtained from the Training Appraisal Branch (N-34) of the Chief of Naval Education and Training.

STEP 5. Type Task Statements on Rating Scale Forms. Type the task statements, described in section I, in the spaces provided at the left of the Basic Rating Scale Form. Precede each statement with a number, starting with number "1." Use all capital letters to avoid problems caused by the need to capitalize equipment names. Group the task statements according to duties (see appendix A). Begin the questionnaire with several important, frequently performed tasks to insure that the respondent sees the relevance of the questionnaire to his job.

STEP 6. Prepare Open-Ended Question Forms. The open-ended question becomes the last page of the questionnaire. You may reproduce them directly from the examples in appendix H for supervisors and appendix I for trainees.

STEP 7. Prepare the Expectation Letter. An example of the expectation letter is presented in appendix J. It may be modified to suit your particular needs. Do <u>not</u> prepare an expectation letter for supervisors.

STEP 8. Prepare the Reminder Letter. An example of the reminder letter is shown in appendix K. It may be modified to suit your particular needs. Do <u>not</u> prepare a reminder letter for supervisors.

STEP 9. Reproduce Questionnaires and Related Materials. Reproduce enough questionnaire pages to mail to the selected sample (rules for determining the number of trainees and supervisors in the selected sample are provided in section III). Reproduce some extra copies to be used if the return rate is insufficient. Reproduce as many expectation letters

Figure 2. Basic Rating Scale Form

PAGE: _____	FREQUENCY OF TASK	ADEQUACY OF SCHOOL TRAINING FOR THIS TASK
Listed below are tasks which presently receive at least some emphasis in school. Please rate each task on the scales at the right by circling the most appropriate number. Please feel free to also include your reasons for your rating and/or any specific recommendations for training on this task. Your comments may be written in any available space on the front or back of this page or on a seperate sheet.	1. Never performed.* 2. Seldom performed or only in emergencies. 3. Performed monthly. 4. Performed weekly. 5. Performed daily. *ADEQUACY scale may be skipped if task is never performed.	1. Task requires much more emphasis in school. 2. Training less than adequate for task, increase emphasis. 3. Training adequate for task. 4. Training more than adequate for task, reduce emphasis. 5. Greatly reduce or eliminate training for this task.
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5

as trainee questionnaires. The number of reminder letters to be reproduced is 70 percent of the number of trainee questionnaires. Experience has indicated that as many as 70 percent of the trainees will need to be contacted a second time.

STEP 10. Assemble the Questionnaire Booklets. You have now completed the development of all parts of the questionnaire. Assemble the pages in the order shown in figure 3. Staple at the left margin of the pages to make a booklet.

Situations Requiring More than One Questionnaire. With more than 200 task statements, you should prepare two questionnaires and this will require twice as many respondents to obtain feedback data. Table 1 will assist you in determining the proper number of questionnaires to be mailed. Cover letters should indicate that only half of the job tasks are included on the questionnaire. Numbering of the items should begin with "1" on both versions so that the person receiving the questionnaire does not believe he has received incomplete materials.

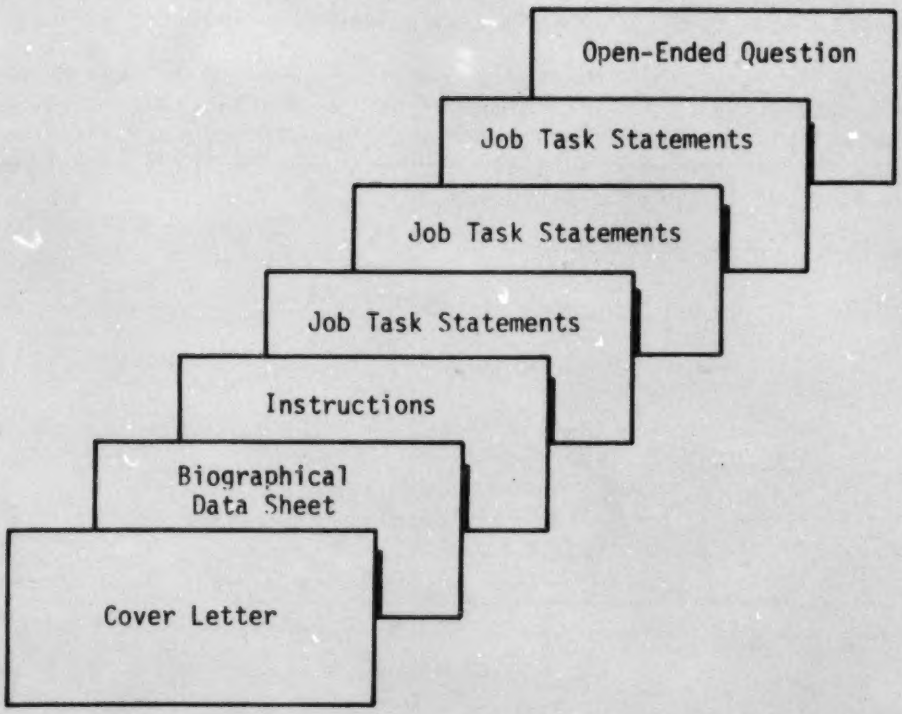


Figure 3. Order for Assembling Questionnaire Pages

TABLE 1. NUMBER OF TRAINEE QUESTIONNAIRES AND SUPERVISOR QUESTIONNAIRES TO BE MAILED WITH DIFFERENT NUMBERS OF COURSE GRADUATES

Total Number of Graduates in the Past Six Months		
More than 325 (650)*	From 200 (400) to 325 (650)	Less Than 200 (400)
Randomly select 200 (400) to receive trainee forms. Randomly select another 125 (250) to have forms mailed to supervisors. Graduates will not receive forms when forms are mailed to their supervisors.	Randomly select 125 (250) from total. The remainder receive trainee forms and no forms are mailed to their supervisors. Of the originally selected 125 (250), a number equal to 325 (650) minus the total number of graduates receive trainee forms and their supervisors also receive forms. All others have forms mailed to their supervisors, but do not receive forms themselves.	Each graduate receives a form and his supervisor also receives a form.

* Numbers in parentheses are for situations where two questionnaires are used to present a very large number of job tasks.

SECTION III

SELECTION OF PERSONNEL TO RECEIVE QUESTIONNAIRES

You are now ready to determine the number of questionnaires to mail and also the graduates (or supervisors of graduates) who will receive forms. This is the last activity to be completed before mailing the questionnaires. Only the first five steps below will apply in most situations. Step 6 is to be followed when the course is a very long one and requires two questionnaires.

STEP 1. Obtain Names of School Graduates from the Previous Six Months' Class Rosters

STEP 2. Count the Number of Graduates from the Previous Six Months

STEP 3 Selection of Personnel:

a. More than 325 Graduates in Six Months

b. Two Hundred to 325 Graduates in Six Months

c. Less than 200 Graduates in Six Months

STEP 4. Obtain Addresses of Duty Stations of Selected Personnel

STEP 5. Prepare Lists of Personnel Selected to Receive Questionnaires

STEP 6. Procedures when Using Two Questionnaires

STEP 1. Obtain Names of School Graduates from the Previous Six Months' Class Rosters. Copy graduation rosters of personnel who have completed your school in the last six months. Obtain the Social Security numbers of these personnel in addition to their names for use in randomly selecting a sample of these graduates in Step 3 below. It is important to use graduates from a full six-month period even if a large number of graduates would be available in a shorter period.

STEP 2. Count the Number of Graduates from the Previous Six Months. If the total is greater than 325 then you will mail questionnaires to only a portion of the available graduates (or their supervisors). Follow the procedures of Step 3a for random selection of this portion. If the total is 325 or less but more than 200, then you will request feedback data on each graduate with either the graduate receiving a questionnaire, the supervisor of the graduate receiving a questionnaire, or in some instances, both receiving questionnaires. These procedures are described

in Step 3b. With 200 or fewer graduates, all graduates and their supervisors will be involved. These procedures are described in Step 3c.

STEP 3a. Selection of Personnel with More than 325 Graduates in Six Months. This procedure is summarized in the first column of table 1. Two hundred of these graduates will be selected randomly from the total to receive trainee questionnaires. Another 125 will be randomly selected to have supervisor forms mailed to their supervisors. Random selection is critical to insure that no bias related to duty station, class standing, sex, etc., will appear in the sample.

A simple and convenient way to randomize this selection is to examine the Social Security number of each graduate and select on the basis of the last two digits of this number. To do this, first determine the percentage that 325 graduates is of the total number of graduates in the last six months. For example, if there were 750 graduates available, the 325 would be 43 percent of the total. By selecting graduates whose Social Security numbers end in 01 through 43 (e.g., 567-45-7301, 453-77-6801, 588-29-4402, ...), approximately 325 graduates will be obtained. If the actual figure is less than 325, then continue to add graduates with Social Security numbers ending in numbers beyond 43 until 325 graduates are obtained. If the number of graduates with Social Security numbers ending in the digits 01 through 43 was more than 325, then drop Social Security numbers ending in 43, 42, 41, etc., as is necessary, until 325 graduates remain.

A similar procedure can be used to randomly select the 125 graduates who will have forms mailed to their supervisors. Since 125 is 17 percent of the original 750 graduates, those graduates with Social Security numbers ending in 01 through 17 will closely approximate 125 and the exact figure could be obtained by adding or dropping numbers as necessary. The 125 selected would not receive trainee questionnaires, but their supervisors would. The remaining 200 graduates would receive trainee questionnaires.

STEP 3b. Selection of Personnel with 200 to 325 Graduates in Six Months. This procedure is summarized in the middle column of table 1. In this case, all graduates will be involved in the feedback effort and some will receive trainee forms and also have forms mailed to their supervisors. The proportion who receive trainee forms, the proportion who receive supervisor forms, and the proportion who receive trainee forms and also have forms mailed to supervisors must be selected randomly from the total number of graduates available.

The randomization procedure based on Social Security numbers can be used to select these different groups of graduates. Supervisor forms will be mailed to 125 of these graduates. Find the proportion that 125 is of the total number of graduates available. For example, if there

were 275 graduates to choose from, 125 would be 45 percent of this total. Those graduates with the last two digits of their Social Security numbers between 01 and 45 would closely approximate 125. Additional persons could be added or dropped as discussed in Step 3a until exactly 125 are selected.

The remaining graduates will receive trainee forms and will not have forms mailed to their supervisors. However, additional graduates will be required to obtain a total of 200 graduates who receive trainee forms. This additional number of gradutes must be selected randomly from the group of 125 who will have forms mailed to their supervisor.

In the example with 275 graduates, only 150 graduates would remain after the 125 were selected. To obtain the needed total of 200 graduates who will receive trainee forms, 50 graduates must be randomly selected from the 125 graduates whose supervisors will receive forms. These 50 would be 18 percent of the original 275. Those graduates with Social Security numbers ending in 01 through 18 would closely approximate the required 50.

STEP 3c. Selection of Personnel with Less Than 200 Graduates in Six Months. With less than 200 graduates in a six-month period, mail a questionnaire to each graduate and also to his supervisor. This will produce more returned questionnaires for supervisors than for trainees, but this imbalance is better than not approaching the 150 returned questionnaires that are needed for highly accurate rating scale data. If the school has a very small number of graduates, extend the period of graduate selection beyond six months to a year or longer in order to build up a satisfactory number of returned questionnaires. In addition, use more intensive follow-up procedures to increase the return of questionnaires. These could include phone calls, mailing of a second questionnaire, and contacting supervisors. Even if all efforts produce only a small total number of returned questionnaires, such as 50 or less, the data should be analyzed. Much caution, however, must be used in interpreting the results, since chance factors could produce large deviations in average ratings with such small amounts of data.

STEP 4. Obtain Addresses of Duty Stations of Selected Personnel. Obtain the new addresses of all school graduates selected in Step 3. These addresses will be available from departure orders which were written for these personnel at the time of graduation.

STEP 5. Prepare Lists of Personnel Selected to Receive Questionnaires. Make two separate lists of the graduates with one list containing the names of the 125 graduates whose supervisors will receive questionnaires and the other containing the names of the 200 graduates who receive questionnaires themselves. Start each list with persons who graduated six months previously and end with the most current graduates. The list should

include the address of the duty station of the graduate and the date of graduation.

STEP 6. Procedures When Using Two Questionnaires. When the number of job task statements is large and two questionnaires are required to obtain rating scale data, double the numbers of trainees and supervisors to whom questionnaires are mailed to 400 and 250, respectively. Half of each group will receive one of the two different questionnaires and half will receive the other. Only schools with large enrollments will provide this many graduates and it may be necessary that many graduates receive questionnaires and also have questionnaires mailed to their supervisors (see parenthesized figures in table 1). If this still does not provide sufficient personnel, use the alternatives described in Step 3c above or reduce the number of task statements (e.g., by combining them) in order to obtain feedback with a single questionnaire.

SECTION IV

MAILING THE QUESTIONNAIRE

When the activities of personnel selection and questionnaire preparation are completed, you are ready to mail the questionnaires. This activity requires completion of the following five steps:

STEP 1. Mail Expectation Letters to Trainees

STEP 2. Mail Questionnaires to Trainees and Supervisors

STEP 3. Keep Records of Mailing Dates and Addressees

STEP 4. Mail Reminder Letters to Trainees

STEP 5. Follow-up

STEP 1. Mail Expectation Letters to Trainees. Mail the expectation letter directly to the trainee at the duty station indicated on his departure orders or to a more recent address, if known. Expectation letters should be mailed exactly two weeks prior to mailing the questionnaire. Do not mail expectation letters to supervisors.

STEP 2. Mail Questionnaires to Trainees and Supervisors. Mail the questionnaire to the previously selected trainees and their supervisors five to seven months after the trainee has graduated. The trainee form is sent directly to the trainee at his duty station and should follow the expectation letter in two weeks. The supervisor form is mailed to the Commanding Officer at the trainee's duty station with instructions to forward the form to the "Supervisor most qualified to evaluate Seaman (Name)." Include a self-addressed envelope to be used for return of the questionnaire. Clip or staple the envelope to the questionnaire to prevent its loss.

STEP 3. Keep Records of Mailing Dates and Addresses. Keep accurate records of the names and addresses of graduates receiving questionnaires and of graduates whose supervisors receive questionnaires. The two lists of graduates compiled in Step 5 of the previous section can be used for these purposes. Add the dates of mailing of expectation letters (trainee forms only) and questionnaires. Add the date of questionnaire return to these records as well as the Identification Number that is assigned to the returned questionnaire as described in Step 2 of Section V. These records will indicate when a reminder letter is to be mailed to trainees who do not return questionnaires. Add the date of mailing of the reminder letter to these records.

STEP 4. Mail Reminder Letters to Trainees. If a trainee has not returned his questionnaire within one month, mail one of the reminder letters prepared for trainees. Send the letter directly to the graduate and not to his Commanding Officer. A reminder letter should not be mailed to the supervisor who does not return his questionnaire.

STEP 5. Follow-Up. After questionnaires and reminder letters are mailed, you should receive an average of three trainee forms and three supervisor forms returned each week. If after two or three months, the average rate of questionnaire return has not been three per week for both trainees and supervisors, mail additional questionnaires. Select the additional personnel randomly from the total number of graduates for the six-month period (except those previously selected) and mail questionnaires or, for trainee forms, mail expectation letters, then questionnaires, to all those who have been out of school six months or more.

If additional graduates are unavailable to make up the deficit in returned questionnaires, you should then use more intensive efforts to obtain the return of questionnaires already mailed. These could include mailing a second questionnaire and contacting graduates or their supervisors by phone.

SECTION V

RECORDING DATA FROM RETURNED QUESTIONNAIRES

This activity should begin as soon as the first questionnaires are mailed and continue for a month or more after the last questionnaire is mailed. All data will be transferred from the questionnaires to special data sheets which facilitate the analysis of data (data analysis is described in the next section). Preparing a notebook of data sheets and recording the data from rating scales and open-ended questions are accomplished via the following five steps.

STEP 1. Prepare a Loose-Leaf Notebook with a Separate Page for Each Job Task Statement

STEP 2. Assign Identification (ID) Numbers to Returned Questionnaires

STEP 3. Record Questionnaire Item Ratings by Assigning ID Number to Proper Column of Item Page

STEP 4. Write Comments for an Item on the Back of the Item Page and Include ID Number

STEP 5. Add a Page to the Notebook for Each New Item Recommended for Addition to the Curriculum

STEP 1. Prepare a Loose-Leaf Notebook with a Separate Page for Each Job Task Statement. While waiting for the first questionnaires to be returned, prepare a notebook with separate pages for each job task statement on the questionnaire. Each page of the notebook should look like the Sample Item Summary Data Sheet shown in figure 4. Notice that space is provided for keeping separate records for trainees and supervisors for each of the two scales of the questionnaire. Write the numbered job task statement at the top of the page and arrange the pages of the notebook so they correspond to the order of items on the questionnaire.

STEP 2. Assign Identification (ID) Numbers to Returned Questionnaires. Assign an identification number to returned questionnaires and cross-reference this number to the record of names, addresses and mailing dates. Use numbers that at least reflect the order of return and the trainee (T) or supervisor (S) origin (T1, T2, ...; S1, S2, ...). These numbers should also reflect other important information which may require separate data analysis such as boat (B) or land (L) duty station (TB1, TB2, ...; SB1, SB2, ...; TL1, TL2, ...; SL1, SL2, ...).

STEP 3. Record Questionnaire Item Ratings by Assigning ID Number to Proper Column of Item Page. The Sample Item Summary Data Sheet in

ITEM # 52 Use principles of sky wave propagation to establish a long distance communication path.

TRAINEE Frequency of Task	TRAINEE Adequacy of School Training For This Task	SUPERVISOR Frequency of Task	SUPERVISOR Adequacy of School Training For This Task
1. Never performed. 2. Seldom performed or only in emergencies. 3. Performed monthly. 4. Performed weekly. 5. Performed daily.	1. Task requires much more emphasis. 2. Training less than adequate for task, increase emphasis. 3. Training adequate for task. 4. Training more than adequate for task, reduce emphasis. 5. Greatly reduce or eliminate training for this task.	1. Never performed. 2. Seldom performed or only in emergencies. 3. Performed monthly. 4. Performed weekly. 5. Performed daily.	1. Task requires much more emphasis. 2. Training less than adequate for task, increase emphasis. 3. Training adequate for task. 4. Training more than adequate for task, reduce emphasis. 5. Greatly reduce or eliminate training for this task.
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
T2 T1 T4 T3 T5	T1 T3 T4 T5	S2 S3 S1 S4	S1 S4 S3

Figure 4. Sample Item Summary Data Sheet

figure 4 illustrates how ratings for an item on a returned questionnaire are recorded. Write the ID number of the questionnaire in the column corresponding to the number circled by the trainee or supervisor for that item. If ratings are made on both "Frequency of Task" and "Adequacy of Training for this Task," then the ID number will be written twice on the notebook page corresponding to this item. With 100 items on the questionnaire, the ID number would be written 200 times (less if Training Adequacy scale is skipped) in recording data from the questionnaire.

STEP 4. Write Comments for an Item on the Back of the Item Page and Include ID Number. Both the instructions and the cover letter encourage the respondent to make written comments regarding the reasons for their rating of an item, recommendations for training of the task, or any training problems for a questionnaire item. When such comments are provided, write them on the back of the notebook page for the item. Include the ID number of the questionnaire with each such comment. If comments are long and reproduction equipment is available, you may attach a copy of the comment instead of providing a time consuming rewrite of it.

STEP 5. Add a Page to the Notebook for Each New Item Recommended for Addition to the Curriculum. When a returned questionnaire has a response to the open-ended question asking for new material that should be added to the course, add a new page to the notebook on which the recommended item is written along with the ID number of the author. As future questionnaires are returned which mention the same item, add their ID numbers to this page. It is important that a separate page be added for each new item that is mentioned.

SECTION VI

ANALYSIS OF QUESTIONNAIRE DATA

When data from all returned questionnaires are recorded, you are ready to analyze the questionnaire data. The analysis will summarize the item ratings of respondents and provide overall averages which will help in the accurate identification of areas of training that require change. The following four steps are necessary to complete the data analysis:

STEP 1. Calculate Trainee and Supervisor Averages of "Task Frequency" for Each Item

STEP 2. Calculate Trainee and Supervisor Averages of "Training Adequacy" for Each Item

STEP 3. Calculate "Overall Average Training Adequacy" for Each Item

STEP 4. Calculate "Average Training Adequacy for All Items"

STEP 1. Calculate Trainee and Supervisor Averages of "Task Frequency" for Each Item. Calculate separate averages of Frequency of Task ratings for trainees and for supervisors. These means can be calculated quickly by counting the number of persons who used each of the rating categories, multiplying each rating value by this number, and dividing the sum of these products by the total number of ratings. For example, if 5 persons rated an item as Never Performed (value 1), 10 persons rated it as Seldom Performed (value 2), 25 persons rated it Performed Monthly (value 3), 25 persons rated it Performed Weekly (value 4), and 2 persons rated it Performed Daily (value 5); the products of rating values and number making the rating would be 5, 20, 75, 100, and 10, respectively. The sum of these products is 210 and the total number of ratings is 67. Dividing 210 by 67 gives 3.13 for the average of Task Frequency. Write these trainee and supervisor averages of Frequency of Task ratings at the top of the notebook page for the item.

STEP 2. Calculate Trainee and Supervisor Averages of "Training Adequacy" for Each Item. Follow the same procedure used to calculate average Frequency of Task to calculate the averages of Training Adequacy. The number of persons making this rating will usually be less than those making Frequency ratings. It is important to use the actual number of ratings as the denominator in calculating the average rating of Adequacy of Training and this may differ from the number of returned questionnaires. Write these two averages (one for trainees and one for supervisors) at the top of the page for the item.

For both Frequency of Task and Adequacy of Training for Task, additional rating averages can be calculated for different types of duty station or for other factors that are of interest to the training unit. This can be done easily if the ID numbers already reflect these differences as a result of Step 2 in Section V.

STEP 3. Calculate "Overall Average Training Adequacy" for Each Item. The average of all ratings of Adequacy of Training for Task should be calculated. This can be done rapidly from the separate trainee and supervisor averages in the manner illustrated in the following example:

If there were 61 trainees and the trainee average was 2.79 and there were 79 supervisors with an average of 2.55, the overall average would be

$$\frac{(61 \times 2.79) + (79 \times 2.55)}{61 + 79} = 2.65.$$

Write this average in the upper right-hand corner of the item page. When this average has been calculated for all items, rearrange the notebook pages with low values of this average at the beginning and high values at the end.

STEP 4. Calculate "Average Training Adequacy for All Items." The overall averages for each item, calculated in Step 3 above, should be summed and divided by the total number of items to obtain the Average Training Adequacy for All Items. This provides a middle reference point of Training Adequacy to be used to help determine which of the items may require curriculum modifications.

SECTION VII

CURRICULUM REVISION

The completed analysis of data will make it easy to identify those job tasks for which more or less training may be needed. After you identify the tasks, you must carefully examine the training requirements generated by these items and initiate the process of making any needed curriculum changes. The following three steps will help you in this task:

STEP 1. Identify Items with Low Average Ratings of Training Adequacy and Increase the Training Emphasis as Needed

STEP 2. Identify Items with High Average Ratings of Training Adequacy and Reduce the Training Emphasis where Possible

STEP 3. Add New Items to the Curriculum when Recommended by Ten Percent or More of the Respondents

STEP 1. Identify Items with Low Average Ratings of Training Adequacy and Increase the Training Emphasis as Needed. The ten percent (or more) of items with lowest average ratings of Training Adequacy require an investigation of training and possible curriculum revisions. The items with lowest average ratings may only be one rating scale unit or less below the Average Training Adequacy Rating for All Items. However, do not use this small difference as an excuse to avoid curriculum revision, since many factors operate to bring average ratings of Training Adequacy for an item toward the midpoint of the rating scale. With 150 returned questionnaires, an item having an average Training Adequacy rating one-half unit or more below the average Training Adequacy rating calculated for all items would occur less than one time in one thousand by chance. Unless the school is exceptionally free of problems, the ten percent of items with lowest Average Training Adequacy will be more than one-half unit below the Average Training Adequacy for All Items. On the initial feedback effort, more than ten percent of the items may take average Training Adequacy values that are more than one-half unit below the Average Training Adequacy for All Items. If so, you will need to consider more than ten percent for a possible increase of training emphasis. Those items with the lowest average Training Adequacy should receive first attention.

Since personnel at operational units are aware of most of the factors that bear on training adequacy, you should give much consideration to the average rating of Training Adequacy. However, consider other factors before revising the course. One critical factor is the rating of Task Frequency for the item. If a task is performed by only a

very few school graduates, a Training Adequacy rating which recommends an increase in training emphasis would probably be disregarded, especially if a large percentage of respondents skipped the Training Adequacy scale for the item. A possible solution to this training problem would be a special course for this minority of graduates who need increased training for this job task.

STEP 2. Identify Items with High Average Ratings of Training Adequacy and Reduce the Training Emphasis where Possible. Personnel at operational units, especially supervisors, often rate training for job tasks as somewhat less than adequate. For this reason, the Average Training Adequacy for All Items will probably be less than 3.0 while items with highest Training Adequacy ratings may only be slightly above the 3.0 figure. Despite the actual numerical value of average ratings, the ten percent (or more) of items that are more than .5 units above the Average Training Adequacy for All Items should be considered as "overtrained." Unless other factors argue strongly against it, training emphasis should be reduced for these items. Again, those items with the most extreme average ratings should receive first attention.

When these items with highest average ratings of Training Adequacy also have very low rates of performance, the situation is probably one of "irrelevant training." More drastic curriculum revisions are called for in these cases than in the "overtraining" condition where reduced training is recommended (at least relative to other items), but frequency of performance is moderate or high.

Typically, the items at both extremes in average Training Adequacy will have many comments written about them. These comments will aid greatly in identifying the training problem and its possible solutions.

STEP 3. Add New Items to the Curriculum when Recommended by Ten Percent or More of Respondents. Job tasks recommended for addition to the curriculum by ten percent or more of respondents should be strongly considered for inclusion in the revised curriculum. Other items recommended for inclusion in the curriculum, but by less than ten percent of respondents, should be included on the new questionnaire that will be used in the next cycle of questionnaire mailings even though the tasks are not included in the new curriculum.

SECTION VIII

NEW FEEDBACK CYCLE: QUESTIONNAIRE REVISION AND RESPONDENT SELECTION

After the curriculum is modified and while you wait for graduates of the newly revised course (who will provide the information for the next feedback cycle) a number of things need to be done in preparation for the next feedback cycle. These include preparation of revised questionnaires, selection, and orientation of the persons to receive them, and maintaining records of feedback data from the previous cycle. Detailed procedures for these activities are given in the following five steps:

STEP 1. Identify and Correct Ambiguous Job Task Statements

STEP 2. Add New Job Task Statements to Questionnaire

STEP 3. Randomly Select New Sample as Classes Graduate from New Curriculum

STEP 4. Provide Briefing to Students Who Will Receive Questionnaires

STEP 5. Record Keeping

STEP 1. Identify and Correct Ambiguous Job Task Statements. Despite careful editing of job task statements in section I, some task statements may not be understood by all respondents. This will be evident from comments that are provided about such items. It can also be determined from large differences in average ratings of Frequency of Task between trainees and supervisors. Such differences often mean that the inexperienced graduates did not correctly identify the equipment or some other aspect of the task statement. Revise these task statements to eliminate the problem and then test them on a number of recent graduates. If necessary, these items should receive further correction before including them in the new questionnaire.

STEP 2. Add New Job Task Statements to Questionnaire. Add new job task statements to the revised questionnaire, whether they are recommended by enough respondents to include them in the curriculum or not. On the next round of feedback, these items will receive Training Adequacy ratings and can be easily compared on these ratings with the other job task statements of the questionnaire. The more sensitive Training Adequacy rating may identify some job task statements to be included in the curriculum even though they were recommended by only a small percentage of respondents on the previous questionnaire.

STEP 3. Randomly Select New Sample as Classes Graduate from New Curriculum. Using the return rates obtained for supervisors and trainees in the first round of feedback, calculate the number of trainees and

supervisors to receive questionnaires in order to obtain the required 75 returned questionnaires from each group. For example, if 50 percent of supervisors responded and 25 percent of trainees responded, then mail questionnaires to 150 supervisors and 300 trainees on the next round of feedback. Calculate the percentages that these two figures are of the total number of persons predicted to graduate from the first six months of classes taught utilizing the new curriculum. Using the randomization technique involving the last two digits of Social Security numbers of graduates (refer to Step 3 in Section III), select the graduates who will receive questionnaires, and the graduates whose supervisors will receive questionnaires, six months following graduation. Prepare separate lists of these two groups as was done on the first feedback effort (refer to Step 5 in Section III). Print and assemble sufficient revised trainee and supervisor questionnaires to mail to these two groups.

STEP 4. Provide Briefing to Students Who Will Receive Questionnaires. Those students who are selected to receive questionnaires should be contacted before they leave for their new duty station to make them aware of the future feedback function they will perform and of the importance of this effort. This could be done on the last day they are assembled as a class. The questionnaire can be shown to the person at this time, but it should not be carried with him to his new duty station since past use of this technique indicates few questionnaires would be returned in six months. Instruct the graduate how to report any change of duty station that might occur within six months of graduation.

When the last such briefing is given, six months will have passed and the time will have arrived to mail questionnaires to the first graduates of the new curriculum or to their supervisors. Follow the previously discussed procedures for mailing the questionnaires in Section IV. The single change to those procedures is that you may omit expectation letters for graduates who were contacted personally prior to leaving for their new duty stations (Step 1, Section IV).

STEP 5. Record Keeping. Records should be kept of each feedback cycle for comparisons with future feedback cycles. These records should include the lists of persons receiving trainee and supervisor questionnaires, the loose-leaf notebook with rearranged item pages, and single copies of the trainee and supervisor questionnaires with averages of the respective Task Frequency and Training Adequacy ratings included for each item. The Average Training Adequacy for All Items should also be maintained. There is no need to retain the actual questionnaires returned from the operational environment once the data have been carefully recorded in the loose-leaf notebook. However, keep the biographical data sheet with its ID number in case future analyses of the data are required based on biographical data which were not originally coded in the ID number (Step 2, Section V).

APPENDIX A

GUIDELINES FOR DEVELOPING TASK STATEMENTS

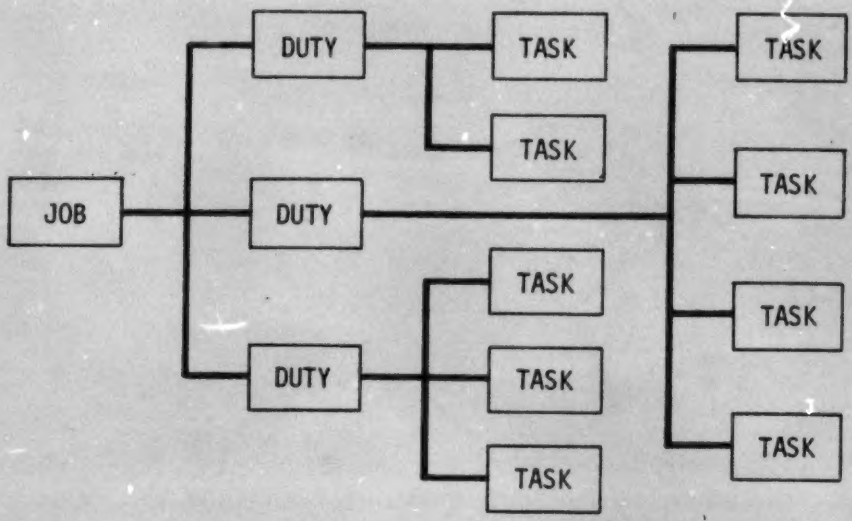
Before attempting to develop task statements, there are three definitions you need to know. These are (1) the definition of a job, (2) the definition of a duty, and (3) the definition of a task.

Job - A major classification based on all duties and tasks actually performed. For example, (1) Sonarman, (2) Radioman, (3) Personnel Specialist, and (4) Quartermaster.

Duty - The major activities in a job. For example, a Radioman's duties include "process outgoing messages," "maintain communications message files," and "restore malfunctioning subsystems to normal operation."

Task - Units of work activity which make up a duty. A grouping of activities occurring close together in time and having a common purpose. A task is a limited orderly grouping of purposeful activities. Limited means small in scope within a convenient time period; orderly means having a logical and observable beginning and end; purposeful means directed toward the achievement of some objective. (Examples are shown below for a Personnel Specialist and a Sonarman.)

Thus, a job is made up of a number of duties which are the major activities in the job; duties are made up of a number of tasks; and each task is an activity composed of small work units or procedural steps that occupy a small amount of time and share a common goal. To illustrate:



Example:

Job: Personnel Specialist

A Duty: Analyze and report personnel data

Task: Extract personnel data from records

Task: Maintain status card file

Task: Prepare promotion reports

Task: Prepare quality control roster

Etc.

Another Example:

Job: Sonar Operator

A Duty: Conduct sonar search

Task: Determine predicted sonar ranges for periscope depth and best depth

Task: Develop ray path plot

Task: Sweep search areas recommended by CIC

Task: Detect and announce initial contact

Task: Enter contact mode

Task: Determine and announce contact classification

Task: Track target providing range and bearing information

Etc.

Note from the examples that each task statement is a streamlined but complete sentence; it begins with a present tense action verb and ends with an object.

Now that you have an idea of what we mean by a "task," you are ready to examine the existing curriculum to determine the job tasks for which training is provided. Unfortunately, there is no "set of procedures" or "cookbook approach" that tells you how to do this. You must rely on your subject matter expertise, your knowledge of the job, and the definition of a task provided above.

Since many curriculums are somewhat vague, the most difficult chore facing you might be to interpret and restate the goals of the curriculum into the proper action verb-object form. Suppose, for example, the curriculum for an auto repair course stated, "The student is required to understand how an internal combustion engine works. He will be required to demonstrate his ability to repair engines." Obviously, there are a host of tasks involved in the repair of an engine. If you were to convert the above statement into task statements, you would include statements such as:

(1) Repair carburetors

(2) Remove and replace defective spark plugs

(3) Replace points

(4) Set timing

(5) Grind valves

(6) Replace piston rings

You could surely come up with many more. It is most important that you do identify all job tasks which receive training emphasis in the curriculum. If you are aware of other job tasks that are not included in the curriculum, these should also be added to your list, especially if there is reason to believe that school training is desirable for these tasks.

Before writing your task statements, familiarize yourself with the following helpful hints for writing task statements:

- Abbreviations must be used cautiously since they may not be understood. It is good practice to spell out the term and follow it by the abbreviation in parentheses where it first appears in the inventory. In later tasks, the abbreviation may stand alone.

- Vague or ambiguous words, such as "check," "assist," "coordinate," "recommend," "determine," "assure," should be avoided.

- Short words should be used in preference to long words or expressions; e.g., "Write production and control reports" NOT "Accomplish necessary reports involved in the process of maintaining production and control procedures."

- The task statement should begin with a present tense action word with the subject "I" understood; e.g., "operate," "write," "clean," NOT "operates," "writes," "cleans."

- Each task statement must be specific and capable of standing alone.

- Each task statement must be a complete sentence. Do not use an action subheading followed by a series of objects; e.g.,

  Operate the following equipment:

  1. Automatic capsule filler
  2. Distilling apparatus
  3. Force filters

  Correct Form

  1. Operate automatic capsule filler
  2. Operate distilling apparatus
  3. Operate force filters

- Use "such as" followed by two or three examples. Avoid "and/or" and "etc."; e.g., "requisition special items such as diagnostic biologicals and reagents" NOT "requisition special items such as diagnostic biologicals, reagents, etc."

- Use simple statements without qualifiers, unless the qualifier is essential to the meaning of the statment; e.g., "operate power mower" NOT "operate power mower to cut grass," but "schedule personnel for formal training" NOT "schedule personnel."

- If a modifier is needed for greater specificity, be sure to include all other significant tasks with comparable modifiers. For example, in an automotive mechanic inventory, "repair transmissions" would probably be specific enough. However, if the statement were modified to read "repair automatic transmissions," then "repair standard transmissions" should also be added.

- Avoid tasks that are obviously too specific or trivial; e.g., "operate fork lift" NOT "turn ignition key," "shift gears," "elevate fork."

- Avoid tasks that are too general. Such tasks will not differentiate job tasks; e.g., "repair carburetors," "repair body sections," NOT "repair motor vehicles."

- In general, avoid multiple verbs in a task statement, unless several actions are invariably performed together; e.g., "erect and align poles" but NOT "inspect, tow, and repair engines or equipment."

- Avoid redundant qualifying phrases found in source materials such as "when appropriate," "as required," "in accordance with prescribed directives"; e.g., "maintain logs" NOT "maintain necessary logs in accordance with prescribed Navy-wide or local regulations and directives."

SAMPLE LETTER TO SUPERVISOR

From: Curriculum Update Division _____ School
To: Supervisor of Seaman _____

Subj: Field Evaluation of _____ School training

Encl: (1) Field Evaluation Materials

1. As an experienced person in your rating and a supervisor of a recent school graduate, you are in an ideal position to tell us whether our graduates are meeting job requirements at your unit. The enclosed materials make it possible for you to indicate whether too much or too little emphasis was given to any of the various tasks covered in school. On the final page of this questionnaire we request that you indicate job tasks that are not presently covered in school, but which should be covered in the future. Throughout your completion of these materials, we hope you will write down any thoughts you may have about training problems, recommendations for their solution, and any other aspects of school training.

2. Please return these materials in the enclosed envelope within two weeks, if possible. This information will aid us to provide better training of _____ in the future.

3. If you have recently completed field evaluation materials for _____ School there is no need to complete these unless you have some additional recommendations. However, we would appreciate if you would pass these materials on to some other experienced _____ who is familiar with the above person's work.

CHIEF PETTY OFFICER _____

SAMPLE LETTER TO TRAINEE

From: Curriculum Update Division _____School
To: Seaman _____

Subj: Field Evaluation of _____School Training

Encl: (1) Field Evaluation Materials

1. At one of your last classes in school the important task you can perform in the identification of training problems was discussed. At this time, we are asking you to aid us in this task since you have probably been on the job long enough to have developed a good understanding of your duties and the training needed to perform them.

2. The enclosed materials make it possible for you to indicate whether too much or too little emphasis was given to any of the various tasks covered in school. On the final page of this questionnaire we request that you indicate job tasks that are not presently covered in school, but which should be covered in the future. Throughout your completion of these materials we hope you will write down any thoughts you may have about training problems, recommendations for their solution, and any other aspects of school training.

3. Please return these materials in the enclosed envelope within two weeks, if possible. This information will aid us to provide better training of _____ in the future.

Chief Petty Officer _____

PLEASE FURNISH THE FOLLOWING INFORMATION ABOUT YOURSELF AND THE RECENT RADIOMAN "A" SCHOOL GRADUATE WHOM YOU SUPERVISE

1. Your name_____ 2. Rank_____ 3. Today's Date_____

4. Duty Station_____ 5. Name of recent RM "A" School graduate_____

_____ 6. His rank_____ 7. How many months has he been assigned to his present duty station?_____ 8. Has he been assigned to duty within his job specialty?_____ If No, what is his assignment?_____

9. Did he attend International Morse Code School or any other school after completing Radioman "A" School?_____ If Yes, which school?_____

10. Did mess-cooking or other activities at this duty station delay the beginning of his work in his specialty?_____ If Yes, what activities?_____

How long was the delay?_____ 11. Check the following statement that best describes how much this man's RM "A" School training is utilized in his present job?

VERY MUCH	MUCH	SOME	VERY LITTLE	NOT AT ALL

APPENDIX E

SAMPLE BIOGRAPHICAL DATA SHEET FOR TRAINEES

PLEASE FURNISH THE FOLLOWING INFORMATION

1. Name_____ 2. Rank_____ 3. SSN_____

4. Today's date_____ 5. Present Duty Station_____

6. How many months have you been at your present duty station?_____

Date arrived_____ 7. Have you been assigned to duty within your job specialty?_____ If No, what is your assignment?_____

8. Did Mess-Cooking or other activities at this duty station delay the beginning of work in your specialty?_____ If Yes, what activities?_____

_____ How long was the delay?_____

9. Did you attend International Morse Code School or any other school after Radioman "A" School?_____ If Yes, which school?_____

10. Check the following statement that best describes how much the training you received at the Radioman "A" School is used in your present job._____ _____ _____

VERY MUCH MUCH SOME

_____ _____

VERY LITTLE NOT AT ALL

INSTRUCTIONS TO SUPERVISOR FOR COMPLETING RATING SCALES

On the following pages tasks are listed which received at least some emphasis in school. Please rate each task on the two scales at the right of the task by circling the most appropriate number. On the "Frequency of Task" scale, select the category that corresponds most closely to the actual frequency with which this task is performed by the recent school graduate that you supervise in his present assignment.

On the "Adequacy of School Training for This Task" scale, select the most appropriate of the following categories:

1. Task requires much more emphasis in school.
2. Training less than adequate for task, increase emphasis.
3. Training adequate for task.
4. Training more than adequate for task, reduce emphasis.
5. Greatly reduce or eliminate training for this task.

(You may skip this "Adequacy" rating for a particular task if that task is never performed and you do not feel you can rate adequacy of training for it.)

In making this rating consider such things as the following:

- Problems he may have had performing this task when first required to do it;
- The amount of time that was required by you or by others at your unit to bring him "up-to-speed";

- Whether, for some reason, the task <u>should</u> have been learned on-the-job instead of in school; and
- Whether learning to perform this task in school does not help this man in his present job or will not help him in the foreseeable future.

Your experience in your rating makes you uniquely qualified to judge when job tasks need more or less school emphasis. Not only have you already considered the question of what is the proper balance between school training and training on the job, but you can also see the possible future value of training that has little immediate use. We look forward to seeing your ratings of training adequacy and will give them much consideration.

APPENDIX G

INSTRUCTIONS FOR TRAINEES

INSTRUCTIONS TO TRAINEE FOR COMPLETING RATING SCALES

On the following pages tasks are listed which received at least some emphasis in school. Please rate each task on the two scales at the right of the task by circling the most appropriate number. On the "Frequency of Task" scale, select the category that corresponds most closely to the actual frequency with which this task is performed by you in your present assignment.

On the "Adequacy of School Training for This Task" scale, select the most appropriate of the following categories:

1. Task requires <u>much</u> more emphasis in school.
2. Training less than adequate for task, increase emphasis.
3. Training adequate for task.
4. Training more than adequate for task, reduce emphasis.
5. Greatly reduce or eliminate training for this task.

(You may skip this "Adequacy" rating for a particular task if that task is never performed and you do not feel you can rate adequacy of training for it.)

In making this rating consider such things as the following:

- Problems you may have had performing this task when first required to do it;
- The amount of time that was required by your supervisor or others at your unit to bring you "up-to-speed" on the task;

- Whether, for some reason, the task <u>should</u> have been learned on-the-job instead of in school; and

- Whether learning to perform this task in school does not help you in your present job or will not help you in the foreseeable future.

Also consider that school training is expensive and must be used only for essential tasks. On the other hand, remember that operational units have many other functions to perform beside on-the-job training.

As you can see, the rating of training adequacy is not simple. We are asking you to do this since you hold two views of the world that are critical for judging the adequacy of training. One view is of school training as it exists for the student and the other view is of the requirements of your present job. These unique perspectives of yours make your careful ratings invaluable to us!

APPENDIX H

OPEN-ENDED QUESTION FOR SUPERVISORS

Although we have already asked you to consider existing school training in great detail, there is one more very important job you can do for us. We need to know what things presently are NOT taught in school but should be taught there. Consider things the trainee has had to learn on the job with much loss of time for both him and his supervisors. Also consider tasks he still cannot perform because he did not learn them in school and because it has not been possible to train him on the job. Please do this carefully and thoughtfully. As a supervisor of a recent school graduate, you are in a unique position to identify those things which are almost certain to be missing from school.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

APPENDIX I

OPEN-ENDED QUESTION FOR TRAINEES

Although we have already asked you to consider existing school training in great detail, there is one more very important job you can do for us. We need to know what things presently are NOT taught in school but should be taught there. Consider things you have had to learn on the job with much loss of time for both you and your supervisors. Also consider tasks you still cannot perform because you did not learn them in school and because it has not been possible to train you on the job. Please do this carefully and thoughtfully. As a school graduate working in the job you were trained to do, you are in a unique position to identify those things which are almost certain to be missing from school.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

APPENDIX J

SAMPLE EXPECTATION LETTER

From: Curriculum Update Branch, _____School

To: Seaman _____

In two weeks you will receive a questionnaire which will enable you to indicate whether the training you received in _____ School meets the needs of your new job. Specific job tasks will be mentioned on this form and you will be asked to indicate how often you perform the task and whether more or less school training should have been provided for the task. Please spend some time thinking about the adequacy of your school training as you go about your duties during the next two weeks. One area of particular importance are job tasks which should have been included in school but were not. A special section of the questionnaire will provide space for any such items.

With your assistance the problems of _____School can be identified and the necessary steps taken to correct them. Please complete and return the questionnaire promptly when it arrives.

Chief Petty Officer _____

APPENDIX K

SAMPLE REMINDER LETTER

From: Curriculum Update Branch, _____ School

To: Recent _____ School Graduate

About one month ago you were mailed materials for evaluating the training at _____School. It is most important that we receive your completed questionnaire in order that we may use the data in our continuing program to make training of _____ both relevant and effective.

If you did not receive the materials or the materials were incomplete, please contact us and we will mail another set. If you did receive them, please complete and return them as soon as possible.

Sincerely,

Chief Petty Officer _____

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